**Hamlet – Media Assignment**

**In grade eleven you were introduced to the concept of bias in news.**

**Building on that we will report on the events of *Hamlet* by using knowledge of bias and the conventions of modern news.**

**You may choose to look at any character or event in *Hamlet*, but you must report on the event or character with a particular bias.**

**Your news piece should be at least 3 minutes in length. Challenge yourself to use a technology you have not used before to create your podcast. In other words…challenge yourself!**

**Potential storylines:**

* **Fortinbras’ invasion**
* **Hamlet’s madness**
* **Hamlet & Ophelia**
* **Claudius’ coming to the throne**

**Bias in media is created through:**

* **Bias Through Omission**
* **Bias through Source Selection**
* **Bias through Story Selection**
* **Bias through Placement**
* **Bias through Spin**
* **Bias through policy endorsement or labelling**

**Mediums**

* **Traditional News Report -** <https://www.youtube.com/watch?v=aHun58mz3vI>
* **One on One interview** <http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=374580312&m=374910843>

<https://www.youtube.com/watch?v=wJrkx0B6sVI>

* **Panel Discussion -** <http://www.cbc.ca/thecurrent/episode/politics/2014/12/31/our-political-panel-looks-back-at-2014-in-ottawa-and-beyond/>

<https://www.youtube.com/watch?v=ckwYG7xvSIs>

* **Documentary short -** <http://www.cbc.ca/thisisthat/popupaudio.html?clipIds=2624802101>

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|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| Use language conventions, to correct errors, refine expression, and present work effectively;  ***Writing shows clear expression and presents knowledge and understanding of Hamlet.*** |  |  |  |  |
| **Demonstrate understanding of media texts**  ***Your production uses the camera angles, writing style and/or techniques that are used in the media.*** |  |  |  |  |
| **Use conventions to create a media text for a specific audience.**  ***Use the conventions of your chosen medium to create a text.*** |  |  |  |  |